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ABSTRACT

The aim of this study was to identify the best way to prepare and give support to Western Australian teachers when they assume their first appointments. Subjects included 15 percent of all new teacher appointments in the state of Western Australia in 1977. These were interviewed personally, as were their principals and superintendents. The interviewing team concluded that there were three conditions of successful teacher induction. The first requirement was adequate teacher training. The second was that teachers be given notice of being hired in time to prepare for classes and be assigned to an appropriate class. The last was teachers being made welcome at the school and being given assistance and the opportunity to discuss problems. Results indicated neither overwhelming success nor failure of Western Australian schools to fulfill these conditions. Researchers concluded that the conditions were met in many cases and numerous cases of successful teacher induction were encountered, but that the successes were counterbalanced by significant numbers of failures. Generally the failures were indicated by an absence of one or more of the three conditions. Improving teacher induction conditions requires better administrative and organizational arrangements and increased awareness of the problems by policy-makers. (Author/JM)

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# THE INDUCTION OF PRIMARY SCHOOL TEACHERS

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# THE INDUCTION OF PRIMARY SCHOOL TEACHERS

A report of a study carried out in primary schools of the Education Department of Western Australia

Research Branch
Education Department of Western Australia

October, 1977

## FOREWORD

It has become a matter of increasing concern to the Education Department whether teachers commencing their careers are adequately prepared and given sufficient support when they assume their first appointments.

Before taking action in this area I asked the Research Branch to conduct a survey of beginning teachers concerning their induction into Government primary schools. It is important to ensure that Departmental initiatives are based upon a full appreciation of circumstances in the schools.

The findings of the survey have been reflected in the Department's staffing policy which recently has been issued to schools.

Although the survey was carried out amongst primary teachers, many of the issues raised in the report are relevant to other sections of the service. It is hoped that issuing the report of the survey will promote discussion and lead to a review by staff members of the induction practices which presently operate in their schools.

The interviews were conducted and the report compiled by officers of the Research Branch. The co-operation of teachers, principals and superintendents throughout the study is appreciated.

D. Mossenson

DIRECTOR-GENERAL OF EDUCATION

CONTENTS


| | Page |
|---|---|
| 1. DESIGN OF THE STUDY | 1 |
| 1.1 Definition | 1 |
| 1.2 Rationale | 1 |
| 1.3 Aims and Objectives | 2 |
| 1.4 Research Plan | 2 |
| 1.5 Sample | 2 |
| 1.6 Method | 3 |
| 1.7 Limitations of the Study | 4 |
| 2. RESULTS OF THE TEACHERS' INTERVIEWS AND QUESTIONNAIRES | 5 |
| 2.1 Characteristics of Teachers | 5 |
| 2.2 Posting | 6 |
| 2.2.1 Notification of appointment | 6 |
| 2.2.2 Time of arrival | 6 |
| 2.2.3 Meeting new teachers | 7 |
| 2.2.4 Shown around the school | 8 |
| 2.2.5 Accommodation in country areas | 8 |
| 2.2.6 Preferred location | 9 |
| 2.2.7 Preferred year/grade of teaching | 10 |
| 2.3 Interaction | 11 |
| 2.3.1 Help given prior to the first day of school | 11 |
| 2.3.2 Responsibility for helping new teachers | 12 |
| 2.3.3 Observation of classroom teaching | 13 |
| 2.3.4 School policy statement | 14 |
| 2.3.5 Access to materials | 15 |
| 2.4 Responsibilities | 16 |
| 2.4.1 Non-classroom responsibilities in the school | 16 |
| 2.4.2 Non-contact time during school hours | 16 |
| 2.4.3 Meeting parents | 17 |
| 2.5 Instruction | 18 |
| 2.5.1 Particular subject areas | 18 |
| 2.5.2 Programming | 19 |
| 2.5.3 Organization | 20 |
| 2.6 Support Services | 21 |

| | Page |
|---|---|
| 3. RESULTS OF PRINCIPALS' INTERVIEWS | 23 |
| 3.1 Help given | 23 |
| 3.2 Help needed | 24 |
| 4. INFORMATION GIVEN BY REGIONAL SUPERINTENDENTS | 25 |
| 4.1 Personnel | 25 |
| 4.2 Physical Resources | 25 |
| 4.3 Superintendent's Role in Teacher Induction | 25 |
| 5. CONCLUSIONS | 27 |
| APPENDIX 1 | 28 |
| Teacher Induction Study - Teacher Interview Schedule | |
| APPENDIX 2 | 30 |
| Teacher Induction Study - Principal Interview Schedule | |
| APPENDIX 3 | 31 |
| Teacher Induction Study - Teacher Questionnaire | |
| APPENDIX 4 | 33 |
| Extract from Administrative Instructions - Transition from Training to Teaching | |
| APPENDIX 5 | 35 |
| Boulder Primary School, Induction of New Teachers - Checklist | |

# 1. DESIGN OF THE STUDY

## 1.1 Definition

The term "teacher induction" may be broadly conceived as referring to the whole process of starting a teacher on his or her career and including the three or more years of formal training as well as the first two or so years of full-time work in schools. This study examines the induction of teachers in Western Australian Government primary schools, focusing upon the critical period of transition between the completion of teacher training and the first few weeks of work in schools.

## 1.2 Rationale

Concern for teacher induction has become widespread in recent years. Never before have the roles and responsibilities of teachers been so complex and yet so ill-defined. Inevitably the need has grown for more intensive assistance in getting teachers started on their professional career. At the national level, concern for the topic of teacher induction has prompted an Australia-wide Teacher Induction Study sponsored by E.R.D.C. and directed from Monash University. At the local level, the proliferation of autonomous teacher training institutions offering a wide range of courses has further served to highlight the critical importance of teacher induction. The fact that over ten per cent of teachers in Western Australian primary schools in 1977 are in their first year of teaching further underlines the importance of providing supportive conditions for newly qualified teachers. Leaving aside any consideration of the likely effects of success or failure of the first year's experience on a teacher's total career, it is worth noting that the 640 teachers in their first year alone are responsible for teaching perhaps 18 000 pupils.

## 1.3 Aims and Objectives

The aims of this study have been to investigate the appropriateness and effectiveness of policies and practices for the induction of teachers in their first two years in Western Australian Government primary schools. Its objectives have been to provide information and make recommendations to persons involved in formulating Departmental policy, as well as those involved in pre-service and in-service training, Departmental supporting services and school organization, to facilitate decision-making in the area of teacher induction.

## 1.4 Research Plan

The study has had two distinct phases. During March-April 1977, an interview schedule was to be used to collect information from a sample of new teachers and their principals. The second phase was to involve a mid-year survey of resources to be carried out through consultations with staff at regional centres, superintendents, in-service and advisory staff.

## 1.5 Sample

In order to obtain representative information it was intended to interview a random sample of ten per cent of the new teachers from each region. This plan was modified in two ways:

1. The Kimberley region was not visited on account of travel costs.
2. Where a teacher randomly selected for the study was working in a country school with other new teachers, it seemed sensible to interview all the new teachers in that school.

The strictly random nature of the sample was thus not retained, but it was possible to double the number of country interviews without adding to travel costs. The final sample therefore consisted of 56 country and 38 metropolitan appointees, a total of 94 teachers or approximately 15 per cent of all new appointments.

1.6 Method

Information was obtained from teachers and their principals mainly by means of structured interviews. This method was selected because of its flexibility and adaptability to individual situations and because it allows probing into the context and reasons for answers to questions. It was felt that the situations and experiences of teachers would differ widely and that while a postal questionnaire would have been a more economical and less time-consuming method, it would not have provided the information required. In the event it was found that while certain broad generalizations could be made with regard to overall patterns, these inevitably obscure many important findings which can only be supported with reference to the fine-grain case-study data of individual interviews. The interview guides are appended (Appendices 1 and 2).

In addition to the interviews, a questionnaire seeking relevant background information was completed by teachers at the conclusion of the interview (Appendix 3). Finally, regional superintendents were asked for written information on

1. Personnel available at the regional level to help on the induction of teachers
2. Physical resources accessible for use in a teacher induction programme
3. The superintendent's role in teacher induction.

The aims of the study were to investigate the appropriateness and effectiveness of policies and practices for the induction of new teachers. Thus, policies regarding teacher induction as

published in the Department's Administrative Instructions under the title 'Transition from Training to Teaching' (Appendix 4), were used as the basis for constructing the interview schedules. The Administrative Instructions include some very specific suggestions as to how the principal can assist in the process of teacher induction, especially with regard to the allocation of classes and teaching rooms, observation of new teachers and acquainting new teachers with the school policy. There are also some more general suggestions as to the type of assistance and guidance which principals can offer. Questions were devised to ascertain whether or not these suggestions were being followed and to obtain some indication of the effectiveness of various practices.

## 1.7 Limitations of the Study

The information reported in this study consists largely of the subjective perceptions of various parties, including new teachers, principals and superintendents. No attempt has been made to ascertain the accuracy of these perceptions. The assumption has been that however inaccurate an individual's perceptions, they nevertheless constitute the real world of that individual. In the case of the perceptions of new teachers, it is especially important to urge caution in automatically assuming that they accurately reflect objective reality. In addition, it is likely that the perceptions of new teachers are subject to fairly rapid changes over time during this formative stage of their teaching career.

## 2. RESULTS OF TEACHERS' INTERVIEWS AND QUESTIONNAIRES

### 2.1 Characteristics of Teachers

As explained previously, the sample was not a strictly random selection of new teachers, but there is no reason to suppose that it is significantly biased except in respect of the proportion of metropolitan appointments. The typical teacher in the study was a single female, aged 20-25 years, who had completed a three year course at one of the four colleges - Churchlands, Mount Lawley, Claremont or Graylands. Specific characteristics were distributed as follows:

| | | |
|---|---|---|
| Trained at: | Churchlands | 32 per cent |
| | Mount Lawley | 26 per cent |
| | Claremont | 21 per cent |
| | Graylands | 15 per cent |
| | Other | 6 per cent |
| Males | 24 per cent | |
| Females | 76 per cent | |
| Married: | of the males | 24 per cent |
| | of the females | 10 per cent |
| Trained for a particular level within the primary years: | | |
| | Yes | 40 per cent |
| | No | 60 per cent |
| Trained for particular teaching areas, e.g. art, remedial, etc.: | | |
| | Yes | 60 per cent |
| | No | 40 per cent |
| Had a 'long' practice during training: | | |
| | Yes - in the country | 25 per cent |
| | Yes - in the metropolitan area | 72 per cent |
| | No | 3 per cent |

Although these characteristics sometimes affect the circumstances of a teacher's induction, it was inappropriate for this study to document such relationships in statistical terms. Some of the issues are mentioned in the following discussion of results.

## 2.2 Posting

Two aspects of a teacher's induction may be distinguished - the commencement of employment (in the Department or at a particular school) and the commencement of work as a teacher. It is reasonable to suppose that the physical and personal circumstances of an appointment can affect one's general morale and ability to carry out the professional responsibilities of the appointment.

### 2.2.1 Notification of appointment

In a large centralized system many factors have to be taken into account in making final appointments to schools, and some of these factors unavoidably result in last minute changes to arrangements. Nevertheless it is important to give teachers as much notice as possible to enable them to plan accommodation and transport and, especially for new teachers, prepare teaching programmes for the particular class to which they are allocated.

The teachers in the sample received notification as follows:

| | |
|---|---|
| In January | 38 per cent |
| In the week prior to the start of school | 59 per cent |
| After school had started | 3 per cent |

### 2.2.2 Time of arrival

There is at present no legal requirement of teachers, including principals, to attend their school prior to the morning of the official start of the school year. Although many principals make special arrangements to meet with staff during the week before school, there are no standard procedures to be followed.

Although the 'arrival' of a teacher may have rather different meanings for country and metropolitan appointments, the teachers in this study arrived at their town or school at the following times:

| | |
|---|---|
| During the week prior to the start of school | 69 per cent |
| During the weekend prior to the start of school | 21 per cent |
| During the first week of school | 10 per cent |

Some had phoned the school in the week before starting but as they could obtain no response decided to wait till the weekend. Others had driven to their posting to find the school deserted and so waited until the weekend before taking up residence.

2.2.3 Meeting new teachers

The Education Department's Administrative Instructions point out that the principal can offer assistance and advice concerning the young teacher's general introduction into the community in which the school operates. A question in the teacher interview asked whether the teacher was met on arrival.

This question was understood to be applicable only to country appointees, since metropolitan teachers typically establish personal links with communities which have no direct connection with the schools in which they teach. Of the 56 teachers appointed to country schools, 18 (32 per cent) were met on arrival, most of them by the principal.

For several reasons it is not appropriate to press this point too far - the principal himself may be new to the area and arrive at the same time, or later; the teachers are adults and are generally capable of managing their personal affairs. However, it remains a fact that in the present system there is typically nobody resident in a country town or district who is responsible for ensuring that new arrivals are welcomed (whether or not it is their first appointment).

2.2.4 Shown around the school

This could be thought to be an unimportant aspect of the induction process, as an intelligent teacher is quite capable of exploring the school without assistance. Nevertheless, an impression gained by the interviewing team was that the personal interest shown by other staff was often more important to the young teacher than the physical circumstances of the appointment, and simply being shown around the school was interpreted as a thoughtful gesture which conveyed a 'make yourself at home' attitude.

Being shown around the school could include a general look at classrooms, observing the surrounding features such as sporting fields and special interest areas, introduction to the library, storeroom and other resource facilities and the procedures for using them, and, especially, being introduced to other staff members. One young teacher had not been introduced to other staff and at the time of the interview (seven weeks after the start of school) did not know some of their names. That teacher undoubtedly lacked personal confidence, but for that reason needed greater support, not less, from the more senior staff.

2.2.5 Accommodation in country areas

The responses to this question varied widely and are difficult to summarize. When asked about accommodation, 50 per cent replied that the Department had provided them with the address of accommodation or else a phone number to contact. There may have been others as well who did not mention that particular aspect of the accommodation situation.

However, not all of the new teachers found satisfactory housing at their initial posting. In a number of cases the addresses or phone numbers were unproductive for various reasons. One female teacher was given an accommodation address which was a 'male only' boarding house. Several commented on the shortage and high price of private

accommodation, such as a duplex at $35 per week being the only accommodation available. Some experienced delays in having power connected. Some found houses left in a state of uncleanliness - far beyond the accumulation of dust over a Christmas vacation. Some had had several moves of house in the first few weeks. Several commented upon the inadequacy of the air-conditioning in G.E.H.A. houses north of the 26th parallel.

The majority of new teachers found suitable accommodation within several days of arrival although several initially encountered some problems. A number of teachers were complimentary regarding the assistance given by principals or, in one case, the school secretary, in resolving accommodation difficulties. Ad hoc procedures still characterize the process of finding accommodation for many teachers.

2.2.6 Preferred location

When teachers apply to the Department for appointment they can express their preferences in terms of the twelve regions. Half the teachers (51 per cent) were appointed to the region for which they applied, and this was so for both country and metropolitan teachers (half of each group were occupying appointments in regions which they had requested).

Nearly all teachers expressed satisfaction with the school to which they were appointed. However, a number of teachers asked interviewers about transfer procedures, indicating a desire to be appointed to their preferred region after a year or two. Seven teachers (4 metropolitan, 3 country) expressed dissatisfaction with their appointment.

2.2.7 Preferred year/grade of teaching

The final questions with regard to posting related to requests for particular age groups or special teaching subjects within the school. Of the 65 teachers who requested a particular year level, 46 were given the year requested. Responses to item 9 in the Teacher Questionnaire showed that most teachers were satisfied with their class.

A number of teachers, however, were concerned at having been given teaching responsibilities for which they had not been trained. This seemed particularly important when given a junior grade without having had specific college training for that level. There seemed to be more vacancies at the junior primary levels than there were suitably trained teachers. One teacher who had requested middle primary was allocated a mixed class of Years 1 and 2 pupils and for the first month was given a student teacher to supervise, yet there were experienced teachers in the school with similar classes of pupils who could have accommodated the student teacher. Another who professed to know nothing at all about libraries was appointed as the library resource teacher.

Some teachers were unaware of the basis upon which classes were allocated to teachers. They were simply told on the opening Monday which was their class. Some expressed resentment where it appeared that, regardless of the nature or level of their training, they had been given what was left over, the other classes having been claimed either by teachers who were already in the school or even by experienced teachers newly appointed to the particular school.

There were indications that where a principal was able to involve the teacher in solving a staffing problem or to explain <u>why</u> it was necessary to have a class that was not consistent with the expressed preference, there was a greater readiness to cope with the situation. Where there were understanding and goodwill amongst the staff, teachers expressed little concern even where there had been several class changes within the first two weeks.

## 2.3 Interaction

Perhaps the most vital aspect of teacher induction is the interaction that occurs between the new teacher and the staff of the new school to which he or she has been appointed. Responsibility for ensuring that this interaction occurs rests with the school principal. The Administrative Instructions mention a number of ways in which the principal can personally assist, advise and guide new teachers. A principal may feel that the responsibility for the induction of teachers is better delegated to a deputy principal or an experienced teacher. This is particularly pertinent in district high schools where secondary-trained principals delegate the responsibility to a deputy in the primary section. In this study a series of questions were posed to investigate the interaction between new teachers and the principal or other staff members responsible for assisting new teachers.

### 2.3.1 Help given prior to the first day of school

In order to commence classroom duties on the first day of school, teachers need to be organized and prepared. New teachers, being unfamiliar with the school and many of the various tasks they are expected to perform, may require special help prior to the start of school. Of those new teachers interviewed, in country schools 27 teachers (48 per cent) said they received no help and 13 (23 per cent) received very little help, before school started. In metropolitan schools 24 out of 38 teachers (63 per cent) said they received no help. Of those receiving help, a number of sources were mentioned, especially the principal, but also the deputy, other colleagues, experienced flat-mates and in one case, an ex teacher who had left the school for maternity reasons. A number of new teachers complained that they were unable to get the right kind of help. What they wanted to know was what they had to do on the Monday on which school began, but in many cases the principal was unable, for a variety of reasons, to finalize allocation of teachers to classes until the first day of school or even later, which meant that the new teacher was unable to organize and prepare for that crucial first day of school.

2.3.2 Responsibility for helping new teachers

Teachers were asked who was responsible for assisting them with regard to their teaching. The responses were as follows, showing the number and percentage of teachers giving each response.

| | No. | % |
|---|---|---|
| The deputy principal | 27 | 29 |
| The principal | 24 | 26 |
| A 'regulation' teacher | 11 | 12 |
| An experienced teacher | 6 | 6 |
| A floating teacher | 3 | 3 |
| An area supervisor | 2 | 2 |
| No particular person | 21 | 22 |

The above would seem to suggest that in a majority of cases the principal has delegated responsibility for assisting new teachers. In some instances a 'regulation' teacher has been appointed with specific responsibility for assisting new teachers. A 'regulation' teacher is one who has been nominated by the principal and paid an allowance by the Department for assuming special responsibilities within the school. Of the regulation teachers in Western Australian Government primary schools in 1977, 73 were appointed with specific responsibilities for assisting new teachers. Of these, 17 were in the present study, yet only 11 are mentioned as such in the above list. Presumably the remaining six have been included in other categories of the list.

It become apparent that the issue of who is the most appropriate person to assume responsibility for assisting new teachers is an important consideration. In district high schools it seems that special effort on the part of the deputy principal is often appropriate, while in open plan schools, help from a teacher working in the same area is most valuable.

Examples were encountered where an inappropriate allocation of responsibilities seemed to have been made. One interviewee said that the senior mistress had the job of looking after new teachers but that she was too busy with records and tea duty and in any case knew nothing about junior primary grades.

While it is probably sensible to ensure that formal responsibility for assisting teachers is vested in a particular individual or group of persons, the importance of informal help needs stressing. In at least one small school the informality and warmth of staff room contact made up a great deal for the lack of more formal help. Moreover, nearly all teachers indicated that they received a lot of mutual support from teachers of their own age.

2.3.3 Observation of classroom teaching

The Administrative Instructions stress the need for observation of a young teacher's work and advise that this should be unobtrusive, frequent and friendly. An interview question was whether the teacher had been observed in action by another staff member. Of course, it is quite possible that many new teachers would be unaware that they were being observed. Indeed some suspected that this was being done by the principal 'popping in' with messages and routine inquiries. With this reservation, the responses were as follows:-

| | No. | % |
|---|---|---|
| Not at all | 49 | 52 |
| Once (11 formally, 5 informally) | 16 | 17 |
| More than once | 29 | 31 |

This means that about a half of the new teachers thought that they had not been observed at work by another teacher.

Those who said they had been observed were asked to indicate by whom. The responses were as follows:

| | No. | % |
|---|---|---|
| Principal | 23 | 51 |
| Regulation teacher | 5 | 11 |
| Deputy principal | 4 | 9 |
| Superintendent | 3 | 7 |
| Regional advisory teacher | 1 | 2 |
| Other unspecified | 9 | 20 |

It is interesting to note that many principals delegate responsibility for assisting new teachers to another staff member, but carry out observations of new teachers themselves.

Experiences with regard to being observed in action varied from the case of the teacher who was visited daily by the principal and given immediate feedback, to the teacher who reported that the principal seemed to think that it was professional courtesy to leave a new teacher alone. Several expressed a desire to observe and confer with other teachers working with the same grades.

2.3.4 School policy statement

The Administrative Instructions specify that 'an ex-student should have a clear statement of the rules and policies of the school'. They also stress that the school policy should not be taken for granted. Thus, in the interview, teachers were asked whether they knew of a school policy statement and whether they had read it. Sixty-five per cent of teachers knew of a school policy statement, or one in preparation, 22 per cent were uncertain and 12 per cent did not think there was one. Of the 65 per cent, awareness of the school policy ranged from a once-only citing to involvement in formulating the 1977 policy. In a number of cases the 'policy file' was distributed but not mentioned or discussed in any way. The content of school policies also varied. Some were restricted to school rules and procedures, while others contained statements of aims and objectives, subject policies, recording and testing procedures and so on.

2.3.5 Acc[illegible] to materials

[illegible]e the school policy can provide the new teacher with details of school organization, rules and procedures, other materials and documents are needed to enable the teacher to plan a teaching programme. Thus teachers were asked whether they had access to sufficient guidelines, syllabuses, texts and other materials necessary for preparing their programmes. The responses were as follows:

- 57 teachers (61 per cent) had access to a sufficient range of teacher's guidelines, syllabuses and texts.
- 10 teachers (12 per cent) stated that the guidelines were not available or not available in sufficient quantity.
- 51 teachers (53 per cent) received their guidelines at college.
- 36 teachers (38 per cent) received their guidelines at the school.

Ex-students from one of the teacher training institutions had been supplied with guidelines and other materials during the long practice and these were generally the best placed in terms of preparing programmes. On the other hand, ex-students from another institution were completely unfamiliar with these materials and did not know how to use them. Typical comments were 'My college course was too theoretical and not much use' and 'Yes, these materials were supplied but I did a one-year post-graduate course and I didn't know what to do with them'. A number of students reported difficulties in obtaining materials at the school and in one school the teachers were upset because they had to wait 3-4 weeks before their programmes which had been submitted for inspection were returned to them.

## 2.4 Responsibilities

The teacher's daily work typically includes a good many activities additional to direct interaction with a regular class of pupils in timetabled lessons. The new teacher's involvement in such activities may be an indication of genuine membership of the school community rather than a classroom recluse who is perhaps struggling to cope with the situation. The Administrative Instructions suggest that the principal

> can foster the young teacher's development by allocating to him responsibilities in the school which will promote his personal experience and at the same time give him a significant part in the management of the school.

### 2.4.1 Non-classroom responsibilities in the school

At the time of the interviews (April) 25 per cent of the new teachers had school responsibilities beyond their own classrooms. The main area of responsibility was sport, but others included pottery, library, first-aid, dancing, art equipment, lost property, Gould League, school choir, film making and school cheer squad.

In one junior primary school with a staff of six teachers, four were in their first year. The principal had given each teacher an area of responsibility (e.g. audio-visual equipment; art/craft materials). This was seen not merely as a necessary procedure for getting the work done but also as a desirable learning experience for the teachers in the skills of ordering, distributing and accounting for stock.

### 2.4.2 Non-contact time during school hours

There are various ways in which the load of work and responsibility can be reduced to enable new teachers to immerse themselves steadily and without stress into the full professional role. Class numbers can be reduced, some reduction of teaching hours can be permitted, or extra support by specialist or experienced staff can be provided. Teachers were asked whether, during the normal hours of teaching, they had any time free from contact with the class.

. 39 per cent had no non-contact time.

. 61 per cent had some, most of them less than two hours per week.

. Just over half of the 61 per cent indicated that their non-contact time was due to having a specialist teacher in the classroom.

A number of teachers expressed the need for larger blocks of time rather than 20-40 minute segments resulting from the presence of specialist teachers. A few teachers wanted more than three hours a week. A small number expressed a preference for a share of the time of an aide rather than release from the class. Where little or no time was available, a number of teachers were concerned about the pressure of daily preparation, programming, testing and other requirements.

2.4.3 Meeting parents

There seemed to be no clear pattern of procedures for new teachers to meet parents. Most teachers had had some contact with parents through either the Parents and Citizens' Association or as a result of individual meetings initiated by parents. This level of contact was thought to be satisfactory. Teachers of Year 1 children were of course likely to have met with parents during the first two weeks of school.

In one school the principal invited parents to a 'class' meeting at which the teacher was to explain her policy and programme for the year. The young teacher was nervous before the meeting but in retrospect felt it was very valuable. Apart from the value to parents, the teacher herself felt more competent and confident after the meeting and was grateful for the principal's support.

In general there seems to be no special provision for new teachers to meet parents, other than the procedures followed

by the school as a whole. The one special meeting reported between a teacher and the parents of children in the class was regarded as a very valuable experience for the teacher.

## 2.5 Instruction

The Administrative Instructions state

> ...the Department is anxious that the young teacher's first year in the school should be regarded as an extension of the training period. All concerned should co-operate to make the transition from student to teacher as smooth as possible.

Teachers were asked during interviews whether they needed help in any subject areas or in programming or organization of the class.

### 2.5.1 Particular subject areas

It should be emphasized that the responses itemized here are those which teachers themselves gave concerning their own needs. The interviewers were concerned that teachers may not have identified areas in which they really needed help. Nevertheless, it may be argued that the needs perceived by teachers provide minimum data and that the actual need could only be greater, not less.

The following percentages of teachers indicated that they would like some help in the respective subject areas:

| | |
|---|---|
| 'Skills' | 9 per cent |
| Reading | 40 per cent |
| Mathematics | 32 per cent |
| English | 7 per cent |
| Spelling | 7 per cent |
| Science | 18 per cent |
| Social Studies | 22 per cent |
| Music | 12 per cent |
| All subjects | 3 per cent |
| None | 6 per cent |

Clearly there is overlap in the subjects indicated, but these are the terms used by teachers in their responses. Most other subjects were mentioned at least once. Although most teachers were able to identify one or more staff members who were responsible for helping them with regard to teaching, nearly all were conscious of a need for more assistance than they were receiving. Teachers mentioned the inadequacy of method work at college, including the fact that students who are weak at a subject area (e.g. mathematics) can opt out of such courses in order to improve their chances of passing the college course as a whole.

2.5.2 Programming

Teachers were asked what resources they had used to programme their lessons and whether they would like some assistance in programming. These questions were interpreted to refer to the process of planning the learning experiences for the class as well as meeting the traditional requirement that programmes be in written form.

To start the year, new teachers drew upon the following resources (some teachers belonged to more than one category; some gave replies that did not correspond to any category):

| | |
|---|---|
| Material collected at college | 26 per cent |
| Existing school programmes | 21 per cent |
| Help from other teachers | 18 per cent |
| Material gathered on long practice | 15 per cent |
| Help from the principal | 12 per cent |
| No help at all | 4 per cent |

Over half (53 per cent) stated that they would like some assistance in programming. The information provided seems to suggest that programming is a hit-and-miss process designed to fulfil a formal requirement of the system rather than a rational process based on a statement of educational aims and an analysis of children's current achievement. While it may

be very helpful for new teachers to have programmes to copy or use (even though they have been written for other groups of children) it is apparent that programming is not a skill that is taught at some of the colleges.

Some teachers were outspoken on the uselessness or complete absence of instruction given at college on the matter of programming. Others said they had received a lot of help from college. Some said they did not need help, but in the opinion of the interviewer the discussion clearly revealed that they did need it. Some find programming very time-consuming. Some still required help in planning for groups or split classes.

In general, most of the teachers had received help in compiling their first set of programmes and were reasonably confident in dealing with the second set. On the other hand, some did not have even the basic idea of programming.

### 2.5.3 Organization

Although there is obvious overlap with the previous two items, organization was intended to refer to matters such as grouping, discipline and timetabling.

| | |
|---|---|
| Did not require help | 39 per cent |
| Would like some help | 55 per cent |
| Inconclusive | 6 per cent |

A number of teachers would have benefited by assistance earlier in the year but by April were managing to cope with the situation reasonably well. One teacher had discipline problems but could not agree with the principal's use of the cane. The main problems related to the management of split level classes or different ability groups within a class, or the difficulty in giving individual children the attention that seemed desirable.

Although some teachers were critical of their college training in preparing them to manage classroom situations, schools differ widely in their organizational arrangements and it is important that adequate assistance is given by more senior and experienced school staff. Over half the new teachers would still have liked assistance with organization in April of their first year.

## 2.6 Support Services

There are a number of support services outside the school available to the new teachers. These include visits by advisory teachers, in-service courses and access to regional resource centres. In this study, new teachers were questioned regarding their awareness of and opinions on out-of-school support services available to them. The diversity of responses to these questions meant that a simple categorization and tallying of responses was not feasible and thus the results for this section are presented as a cross-section of the comments and opinions of new teachers to the questions appearing under the heading 'Support Services' in the interview schedule.

A number of teachers seemed to be unaware of what advisory teachers, guidance officers and regional personnel did in relation to class teachers. In addition, a substantial number were not aware that they could request, through the principal, particular kinds of in-service. Most teachers had met their superintendents and in some cases had contact with an advisory teacher, but few saw these people as an immediate source of the kind of help they felt they needed. Several teachers mentioned offers of parental assistance and support, though very few were involving parents in class work at the time of interviewing.

Contact with teacher training institutions was virtually non-existent, though several said they would have appreciated an opportunity to provide feedback on the usefulness of various

courses and to make suggestions for areas to be included in future courses. Presumably the teacher training institutions would welcome this kind of evaluative feedback.

Turning to in-service courses, some teachers had already attended more than one course, while others were not at all certain as to what an in-service course was, let alone whether any such course was planned which they might attend. There were a number of new teachers who had attended in-service courses and found them very useful, especially when the subject was of immediate concern and when practical help and advice was given. When asked about the sort of in-service help they would find useful, 32 teachers (34 per cent) mentioned programming and 19 teachers (20 per cent) mentioned organisation as topic areas of interest. Most wanted problem-related in-service help and the opportunity to discuss and work out their problems with other teachers teaching the same grades. One commented 'I don't want any more college type lectures'. Several said that they were not interested in any in-service courses during term one because they were too busy to cope with any new ideas at this point in time, but would be more favourably disposed during terms two or three.

## 3. RESULTS OF PRINCIPALS' INTERVIEWS

Principals were asked to describe the kinds of help available to new teachers both at their school and within the district or region and to comment on the kinds of help which they thought should be provided by various parties.

It was found that the strategy of induction selected by principals was influenced by factors within the school and by their own philosophy. Many principals delegated parts or all of the responsibility for induction to a senior, experienced person in the school. The capacity to delegate is obviously limited however by the size of the school, which often determines whether the principal has a full-time class responsibility or whether he has senior personnel on his staff. In schools where delegation occurred, the following staff were involved - deputies, regulation teachers, senior assistants and experienced classroom teachers.

### 3.1 Help Given

Principals mentioned numerous ways in which they gave help to new teachers. The most frequently cited were

- Informal meetings with new teachers before school started.
- Staff meetings during the first few days or weeks.
- Checking programmes of new teachers, especially arrangements for reading and mathematics.
- Observing lessons.
- Giving advice and explanations on a wide range of topics.

One of the best ways in which principals accounted for new teachers' needs was by using a checklist. This included making sure the new teacher's salary is being paid correctly, providing class lists, checking record-keeping procedures, checking class organization in reading and maths and explaining Departmental regulations. An example is given in Appendix 5.

## 3.2 Help Needed

Principals identified a wide variety of help which they thought should be available to new teachers. The most frequently cited were

- Half-day release for new teachers to meet and compare notes with other new teachers and to talk to advisory teachers and district superintendents.
- In-service courses on special topics, e.g. teaching reading.
- Visits by superintendents, advisory teachers, guidance officers, etc.
- Staff meetings with other schools in the district for new teachers.
- Pairing of new teachers with experienced members of staff.

## 4. INFORMATION GIVEN BY REGIONAL SUPERINTENDENTS

Regional superintendents were asked for written information on

1. Personnel available at the regional level to help with the induction of teachers.
2. Physical resources accessible for use in a teacher induction programme
3. The superintendent's role in teacher induction.

### 4.1 Personnel

Superintendents have compiled a record of suitable non-school personnel, both within the region and from Head Office, that are available for the teacher induction programme.

### 4.2 Physical Resources

Resource centres and seminar rooms suitable for induction seminars are located in regional and central offices. In addition, superintendents indicated that there would be no difficulty in arranging facilities in schools.

### 4.3 Superintendent's Role in Teacher Induction

Superintendents perceived their role in teacher induction in the following terms:

- Sympathetic personal communication with new teachers.
- Induction of new principals and regional officers into regional policies to make them aware of the obligations upon them.
- Ensure that the principals understand the importance of proper teacher induction.
- Facilitate subject or grade teacher meetings early in the year.
- Make available resource materials and resource personnel to enhance the settling-in process.

- attempt to ensure that teachers commencing their careers are given suitable teaching assignments.
- encourage the use of regulation teachers in the induction process.
- confirmation of certificates and permanent status.

## 5. CONCLUSIONS

An overall impression gained by the interviewing team was that the conditions of successful teacher induction can be reduced to the following:

1. Training - being well prepared by the teacher training institutions.
2. Posting and Teaching Assignment - being given adequate notice of one's posting and being assigned to an appropriate class.
3. Assistance - being made welcome at the school and given help and assistance and the opportunity to discuss any problems which arise.

These conditions were met in many cases and numerous instances of successful teacher induction and of excellent school-based and regionally-based induction programmes were encountered. However, the successes were counter-balanced by significant numbers of 'failures'. Generally speaking, these failures were associated with an absence of one or more of the above.

Improved administrative and organizational arrangements coupled with action to increase the awareness of the relevant parties of the problems of teacher induction could no doubt go a long way to reducing the number of failures.

The research team feels that this report has drawn attention to a number of issues and to areas of concern that require detailed consideration by persons directly involved in forming policy and procedures. In addition, of course, a number of positive and encouraging aspects of the work already going on in schools have been observed and reported.

APPENDIX 1

TEACHER INDUCTION STUDY - TEACHER INTERVIEW SCHEDULE

| QUESTION | CUES |
|---|---|
| **POSTING** | |
| 1. When did you receive notification of your present appointment? | |
| 2. When did you arrive here? | School, town |
| 3. Were you met on arrival - by whom? | Personal, school |
| 4. Were you shown around the school (town)? | By whom |
| 5. What happened regarding accommodation? | Where, cost, suitability |
| 6. Did you apply for this area? | |
| 7. Did you request a specific class (grade)? | Subject |
| 8. Did you receive this class? | |
| 9. If not, why not? | |
| **SCHOOL INTERACTION** | |
| 10. How much initial help were you given before the first day of school? | |
| 11. Have you completed your teacher training? | Awareness of regulations |
| 12. Is there a school policy statement? | |
| 13. When did you read it (receive it)? | |
| 14. Who is responsible for assisting you this year as regards teaching? | |
| 15. How often have you been observed teaching? | By whom |
| 16. Do you have access to sufficient teachers' guidelines, syllabus, texts, etc. for subject areas you teach and for preparing programmes? | Teachers' notes<br>Subject |
| **RESPONSIBILITIES** | |
| 17. Are you responsible for any particular areas in the school? | Sport, library |
| 18. Are you responsible for any extra-curricular activities? | |
| 19. Do you have any non-teaching time during school hours? | |

| QUESTION | CUES |
|---|---|
| RESPONSIBILITIES (cont) | |
| 20. Have you met any parents of your class students? | |
| 21. How would you like to go about meeting parents? | |
| INSTRUCTION | |
| 22. In which subjects would you like some help? | Content |
| 23. Would you like some assistance in programming some subject areas?<br>- What did you use to programme this time (month one)? | Material, texts, testing |
| 24. Would you like some assistance in organizing your students? | Timetable, discipline |
| SUPPORT SERVICES | |
| 25. Have you received assistance from people outside your school? | Education Department, local clubs, tertiary institutions |
| 26. What contact have you had with your training institution? What, if any, kind of contact would you like? | Actual, possible |
| 27. Are you aware of any planned in-service programmes which you could attend? | |
| 28. What in-service help do you think could be useful for a first-year-out teacher? | |

## APPENDIX 2

### TEACHER INDUCTION STUDY - PRINCIPAL INTERVIEW SCHEDULE

1. How are new teachers helped in this school?

2. What additional help should be available in this school for these teachers?

3. What help is provided in this District/Region for these new teachers?

4. What additional help should be provided in this District/ Region for these teachers?

5. What is done by the Teachers' Training Institutions to help these new teachers?

6. What more would you like to see done by the Teachers' Training Institutions?

APPENDIX 3

TEACHER INDUCTION STUDY - TEACHER QUESTIONNAIRE

1. Which institution did you attend for your teacher training?

2. How long was the course?

3. Did you train for a particular level of class teaching?

4. Did you do any specialist training in your course (e.g. remedial, special education) and if so, where?

5. Did you have any teaching practices in country schools?

6. Where did you do your 'long' practice? (city/country)

7. Have you worked in any other occupation? If so, please state briefly the nature and length of the previous employment?

8. Please tick the appropriate box -

I am (i) Male ☐ Female ☐

(ii) 20-25 years old ☐
26-30 years old ☐
31-35 years old ☐
36+ years old ☐

(iii) Single (unmarried, separated, divorced) ☐
Married ☐

PUT A TICK (✓) ON THE NUMBER WHICH BEST FITS YOUR PERCEPTION OF THE SITUATION.

9. How satisfied are you with the CLASS you have been allocated?

| | | | | | | |
|---|---|---|---|---|---|---|
| Very satisfied | 5 | 4 | 3 | 2 | 1 | Not Satisfied At All |

10. To what extent are you involved in school activities such as coaching sporting teams, drama, clubs, etc.?

| | | | | | | |
|---|---|---|---|---|---|---|
| Heavily Involved | 5 | 4 | 3 | 2 | 1 | Not Involved At All |

11. How satisfied are you with the SCHOOL in which you have been placed?

| | | | | | | |
|---|---|---|---|---|---|---|
| Satisfied | 5 | 4 | 3 | 2 | 1 | Dissatisfied |

12. Please indicate the extent of professional help you have received from each of the following persons?

| Great Deal of Help | 5 | 4 | 3 | 2 | 1 | No Help At All |
|---|---|---|---|---|---|---|
| Principal | 5 | 4 | 3 | 2 | 1 | |
| Deputy Principal | 5 | 4 | 3 | 2 | 1 | |
| Principal Mistress | 5 | 4 | 3 | 2 | 1 | |
| Senior Teachers | 5 | 4 | 3 | 2 | 1 | |
| Teachers Your Own Age | 5 | 4 | 3 | 2 | 1 | |

APPENDIX 4

(EXTRACT FROM ADMINISTRATIVE INSTRUCTIONS)
TRANSITION FROM TRAINING TO TEACHING

32.01 Foreword

Since it is difficult in a teachers' college course to transform immature young students fresh from secondary school into experienced teachers. the Department is anxious that the young teacher's first year in the schools should be regarded as an extension of the training period. All concerned should co-operate to make the transition from student to teacher as smooth as possible.

The two abilities which, above all others, require to be developed during this period are classroom control and organization.

32.02 Attitude towards ex-student adjustment

The ex-student should be considered as being still a student during his first year. In this year he is gaining his first real practical experience in teaching, control, programme organization, etc.

The principal can continue the student's training by encouraging him to develop his individual potential, by helping him pin-point his difficulties, and by guiding his personal development. He can foster the young teacher's development by allocating to him responsibilities in the school which will promote his personal experience and at the same time give him a significant part in the management of the school.

The principal can offer assistance and advice concerning the young teacher's living accommodation, his participation in social activities (encouraging some participation, but checking the over-zealous from embracing too many tasks), his study for further qualifications, and his general introduction into the community in which the school operates.

32.03 School Organization

An ex-student should not be put in charge of a problem class or be asked to teach under difficult environmental conditions, and his classroom should be as near as possible to the principal's or the senior teacher. The observation of a young teacher's work should be unobtrusive, frequent and friendly.

An ex-student should have a clear statement of the rules and policy of the school, particularly with regard to marking, playground duty, lights, fires, sending children on messages, smoking in rooms, etc. The school policy should not be taken for granted.

32.04 **Special Guidance**

The ex-student will require special guidance in evaluating and assessing standards. The principal may need to discuss and stress optimum assignments, methods, types of exercises, grading activities, expected standards, teaching tests, systematic and continuous revision, diagnostic and remedial work, programmes, daily work pads, etc.

The fundamental principle for all teachers is that they should know their children and establish the best relationship with them. The young teacher needs assistance in such other matters as

(1) Setting of goals for children.

(2) Use of purposeful activity methods.

(3) Integration of teaching effort on basic skills, cultural activities, social and moral education.

(4) The individualization of training, e.g. the use of small groups and individual assignments.

APPENDIX 5

BOULDER PRIMARY SCHOOL
INDUCTION OF NEW TEACHERS
CHECKLIST

| | Miss Jeremic Yr 5 Room 5 | Mr Lodge Yr 5 Room 4 | Miss Van Rooyen Yr 4 Room 8 | Miss Kauhanen Yr 6 Room B | Mr Fallens Yr 7 Room D |
|---|---|---|---|---|---|
| 1. Informal Pre-School Interview | | | | | |
| 2. Copy of School Policy | | | | | |
| 3. Accommodation | | | | | |
| 4. Salary | | | | | |
| 5. Curriculum Notes | | | | | |
| 6. Text book stock usage | | | | | |
| 7. Class Lists | | | | | |
| 8. Programme Guidelines | | | | | |
| 9. D.W.P. Format | | | | | |
| 10. Records - Guidelines | | | | | |
| 11. Reading Organization | | | | | |
| 12. Maths Organization | | | | | |
| 13. Demonstration Lessons | | | | | |
| 14. Class Visits - Teacher Visits | | | | | |
| 15. T/Aide utilization | | | | | |
| 16. Library Resource School | | | | | |
| 17. Education Resource Centre | | | | | |
| 18. Area of Responsibilities (School) | | | | | |
| 19. Ref.Educ.Regulations | | | | | |
| 20. Ref.Teachers Handbook | | | | | |
| 21. Sport Responsibility | | | | | |
| 22. In Service Course | | | | | |
| 23. Audio Visual Operation | | | | | |
| 24. Visit by Advisory | | | | | |
| 25. Visit by Superintendent | | | | | |
| 26. | | | | | |
| 27. | | | | | |
| 28. | | | | | |
| 29. | | | | | |
| 30. | | | | | |